



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of Course-based Embedded Assignments

Directions: In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (*Please note that course number changes in Fall 2010*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
EDLD:5345.8032 http://pastartz.blogspot.com https://pastartz.wikispaces.com	Human Resource Management - SU2 11 - ET8032- Cultural Proficiency Receptivity Scale, Cultural Proficiency Professional Development Rubric and campus respons to elements of Cultural Proficiency.	4

Description of the Assignment/Performance Tasks (see Appendix I)	
	Complete the Cultural Proficiency Receptivity Scale, use the Cultural Proficiency Professional Development Rubric to assess the level of professional development at your campus or workplace, and identify and describe where and how your campus has responded to each of the elements of Cultural Proficiency.
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points) 2. Critically reflect upon the relationship 	<p>See below, I needed more space in which to place the scale activity and the workplace rubric.</p> <p>This is an embedded reflection log, as such, the reflections on learning are within assignment. I have copied and pasted them within this frame so they are together.</p> <p>Survey reflection: I felt very comfortable about answering with a 6 or 7 to most of the above questions, i.e. I function at the cultural proficiency level in most areas. I am a little uncomfortable when it comes to asking questions of other educators about their personal practices; however, if it were brought to my attention that a</p>

<p>between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</p> <p>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</p> <p>Learn as a Learner</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</p> <p>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</p> <p>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</p> <p>Lifelong Learning Skills</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</p> <p>Additional Criteria</p> <p>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</p> <p>2. Mechanics (1 Point)</p> <p>3. APA Format (1 Point)</p> <p>4. Minimum of 3 References (1 Point)</p> <p>(Maximum 25 points)</p>	<p>student(s) or a group of students was being mistreated for any reason, or not being helped to reach their fullest potential for any reason, I would do my best to determine the best resolution to the situation and get it rectified promptly.</p> <p>I do think that people from diverse cultural backgrounds should be able to talk about their unique experiences growing up and about their culture's unique experiences without blame for past actions of a nation or of one culture against another. The only way that we can grow beyond the past conflicts is to discuss them, and take logical steps stop any actions/reactions that still exemplify old prejudices. I do not think any good can come from people of one cultural group or another attempting to punish modern generations for the actions of their ancestors. We must study those days so that we do not repeat the mistakes, but proudly move on in collaborative and culturally diverse harmony.</p> <p>My scores ratings varied between sixes and sevens. In order to be a more culturally proficient leader, I need to work on communication skills that will enable me to calmly, and respectfully redirect misbehavior that is infringing on any other person(s) rights and freedoms, regardless of their cultural heritage, but especially in the event misconduct is the result of racial bias. The best resource of strategies in these types of situations may actually be to study and practice conflict resolution skills and consensus building skills.</p> <p>Reflections regarding the Cultural Proficiency article. The authors made some very valid points about the changing demographics of classroom cultures. It is important to note that not only are there ethnic cultural differences to be dealt with, but also the new "electronic culture" of the 21st century. Teachers are faced with students accustomed to acquiring accurate up to date information in living moving color directly from the internet when they are not in school, and to some extent, technology can be the great "equalizer." In my experience with recent ESL students, whose parents valued the power of the internet and made sure their children had computers and internet connectivity at home (about one third of mainstream students do not have) their work on the internet at home, after hours, greatly increased their ability to function at a higher level much more quickly than the ESL students who came to us ten years ago. The use of computers</p>
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	<p>quickly removed language as a barrier to learning. These students are <i>digital natives</i>, according to Mark Prensky's definition, in <i>Turning on the Lights</i>, which appeared in Educational Leadership in March of 2008. That said, it is almost as if there is a cultural rift between older veteran teachers, <i>digital immigrants</i>, and their students, <i>digital natives</i>, with the entire educational process on the verge of dramatic changes largely due to changing electronic fluency demographics among student populations, current valid information available at the click of a button, and more recently the ability to conduct excellent quality video conferences from any desktop and/or smart phone with video camera capability. In essence it is an educational cultural clash as much in need of administrative attention, with time, financial, and professional development resources any racial clash; however, I doubt very much that the authors considered applying their tools to the issue of technological proficiency. In the coming months, adapting this tool to a technology proficiency assessment might prove to be a useful endeavor.</p> <p>Reflection about the activities and tools in general.</p> <p>The personal survey, rubrics, and standards for assessing the Cultural Proficiency within a district, campus, or classroom are very useable instruments to revisit and evaluate the current climate and student performance to reaffirm progress towards a Culturally Proficient rating for each entity. These can help planning committees determine if there are areas of concern that should be addressed in this year's district and campus improvement plans. They gave me some ideas about at least one in-service session for the upcoming school year.</p> <p>The Principal Competencies quoted above came from their inclusion in the week 1 assignment: https://lamar.epiclms.net, EdLD 5345, Week 1 assignment retrieved, July 12, 2011.</p> <p>Nuri-Robins, K., Lindsey, D., Terrell, R., & Lindsey, R. (2007). <i>Cultural proficiency: Tools for secondary school administrators</i>. National Association of Secondary School Principals: NASSP Principal Leadership, 8(1), 16-22.</p> <p>2008, Prensky, M.(2008) <i>Turning on the Lights</i>. Educational Leadership, 65(6), 40-45.</p>
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	Startz, P.A. (2011) Responses to : Cultural Proficiency Receptivity Scale, Cultural Proficiency Professional Development Rubric, & Campus response to elements of Cultural Proficiency – Attachment A																																			
<p>Attachment A:</p> <p>Week 3 Assignment, Part 3: Cultural Proficiency Receptivity Scale</p> <p>For the next portion of this week's assignment, complete the Cultural Proficiency Receptivity Scale presented below. For each item, bold the number to which your feelings on the issue correspond using the scale.</p> <p>1. I believe that all children and youth learn successfully when informed and caring teachers assist them and make sufficient resources available to them.</p> <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> Strongly Disagree Agree Strongly Agree </div> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 14.28%;">1</td> <td style="width: 14.28%;">2</td> <td style="width: 14.28%;">3</td> <td style="width: 14.28%;">4</td> <td style="width: 14.28%;">5</td> <td style="width: 14.28%;">6</td> <td style="width: 14.28%;">7</td> </tr> </table> <p>2. I want to do whatever is necessary to ensure that the students for whom I am responsible are well-educated and successful learners.</p> <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> Strongly Disagree Agree Strongly Agree </div> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 14.28%;">1</td> <td style="width: 14.28%;">2</td> <td style="width: 14.28%;">3</td> <td style="width: 14.28%;">4</td> <td style="width: 14.28%;">5</td> <td style="width: 14.28%;">6</td> <td style="width: 14.28%;">7</td> </tr> </table> <p>3. I am committed to creating both an educational environment and learning experiences for our students that honor and respect who they are.</p> <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> Strongly Disagree Agree Strongly Agree </div> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 14.28%;">1</td> <td style="width: 14.28%;">2</td> <td style="width: 14.28%;">3</td> <td style="width: 14.28%;">4</td> <td style="width: 14.28%;">5</td> <td style="width: 14.28%;">6</td> <td style="width: 14.28%;">7</td> </tr> </table> <p>4. I am willing to ask myself uncomfortable questions about racism, cultural preferences, and insufficient learning conditions and resources that are obstacles to learning for many students.</p> <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> Strongly Disagree Agree Strongly Agree </div> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 14.28%;">1</td> <td style="width: 14.28%;">2</td> <td style="width: 14.28%;">3</td> <td style="width: 14.28%;">4</td> <td style="width: 14.28%;">5</td> <td style="width: 14.28%;">6</td> <td style="width: 14.28%;">7</td> </tr> </table> <p>5. I am willing to ask questions about racism, cultural preferences, and insufficient learning conditions and resources that may be uncomfortable for others in my school or district.</p> <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> Strongly Disagree Agree Strongly Agree </div> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 14.28%;">1</td> <td style="width: 14.28%;">2</td> <td style="width: 14.28%;">3</td> <td style="width: 14.28%;">4</td> <td style="width: 14.28%;">5</td> <td style="width: 14.28%;">6</td> <td style="width: 14.28%;">7</td> </tr> </table> <p>6. I believe that all students benefit from educational practices that engage them in learning about their cultural heritage and understanding their cultural background.</p>		1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
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Strongly Disagree			Agree		Strongly Agree	
1	2	3	4	5	6	7

7. I believe that all students benefit from educational practices that provide them with hope, direction, and preparation for their future lives.

Strongly Disagree			Agree		Strongly Agree	
1	2	3	4	5	6	7

8. It is important to know how well our district serves the various cultural and ethnic communities represented in our schools, and it is also important to understand how well served they feel by the educational practices in our schools.

Strongly Disagree			Agree		Strongly Agree	
1	2	3	4	5	6	7

9. It is important to know how the various cultural and ethnic communities represented in our schools view me as an educational leader and to understand how well my leadership serves their expectations.

Strongly Disagree			Agree		Strongly Agree	
1	2	3	4	5	6	7

10. Our district and schools are successful only when all subgroups are improving academically and socially.

Strongly Disagree			Agree		Strongly Agree	
1	2	3	4	5	6	7

11. Cultural discomfort and disagreements are normal occurrences in a diverse society such as ours and are parts of everyday interactions.

Strongly Disagree			Agree		Strongly Agree	
1	2	3	4	5	6	7

12. I believe that lack of cultural understanding and historic distrust can result in cultural discomfort and disagreements.

Strongly Disagree			Agree		Strongly Agree	
1	2	3	4	5	6	7

13. I believe we can learn about and implement diverse and improved instructional practices that will effectively serve all our students.

Strongly Disagree			Agree		Strongly Agree	
1	2	3	4	5	6	7

1	2	3	4	5	6	7
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14. I believe we can use disaggregated data to understand more precisely the achievement status of all students in our schools, and that we can use that information to identify and implement effective instructional practices for each of them.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
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15. As a leader, it is important for me to be able to communicate across cultures and to facilitate communication among diverse cultural groups.

Strongly Disagree

Agree

Strongly Agree

1	2	3	4	5	6	7
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In the space below, write a brief reflection on your responses to the survey. What do you feel your responses tell you about yourself and your preparedness as an aspiring administrator?

I felt very comfortable about answering with a 6 or 7 to most of the above questions, i.e. I function at the cultural proficiency level in most areas. I am a little uncomfortable when it comes to asking questions of other educators about their personal practices; however, if it were brought to my attention that a student(s) or a group of students was being mistreated for any reason, or not being helped to reach their fullest potential for any reason, I would do my best to determine the best resolution to the situation and get it rectified promptly.

I do think that people from diverse cultural backgrounds should be able to talk about their unique experiences growing up and about their culture's unique experiences without blame for past actions of a nation or of one culture against another. The only way that we can grow beyond the past conflicts is to discuss them, and take logical steps stop any actions/reactions that still exemplify old prejudices. I do not think any good can come from people of one cultural group or another attempting to punish modern generations for the actions of their ancestors. We must study those days so that we do not repeat the mistakes, but proudly move on in collaborative and culturally diverse harmony.

Week 3 Assignment, Part 4: Professional Development Rubric

Review your responses to the Cultural Proficiency Receptivity Scale survey. Then, examine the comprehensive matrix, Cultural Proficiency Professional Development Rubric, located in your Resources section. Use the rubric to assess the level of professional development on your campus or workplace. From the Professional Development Rubric, identify and describe where and how your campus has responded to each of the elements of Cultural Proficiency.

Assessing cultural knowledge – Where on the CP Continuum does your campus or workplace fall? Give example(s) to support this identification.

Cultural knowledge of teachers and site administrators is assessed during

diversity training as scheduled in the campus improvement plan. Previous diversity trainings have focused on closing achievement gaps for all groups (including underserved groups) and attempting to anticipate changes in community demographics and the resulting changes in community needs. This places the district in the Cultural Proficiency end of the spectrum.

Valuing diversity – Where on the CP Continuum does your campus or workplace professional development fall? Give example(s) to support your answer.

I believe Falls City ISD falls into the Culturally Proficient range. When our plan says all students – it means all students, no exceptions. Students and staff show they value cultural diversity by treating all students with dignity and respect. In order to help students learn about other cultures, English and history classes conduct virtual travel projects to different countries of the world and projects that involve research of their own family cultural traditions. Part of the process involves reporting about unique language, religion, music, and other cultural differences. Our students compete in Athletic , FFA, and UIL activities all over the state and nation. Our local culture is heavily endowed with Polish and German Catholic traditions that evolved after Hitler's reign of terror in which relatives of these families were persecuted. As a result, their progeny is taught to value and respect cultural differences.

Managing the dynamics of difference? – Where on the CP Continuum does your campus or workplace professional development fall? Give example(s) to support your answer.

Where managing dynamics is concerned, previous professional development has focused on teaching staff to “incorporate multiple perspectives on relevant topics and build capacity for dialogue about conflict from issues that may arise from issues related to diversity” (p.2) rubric. That places the district in the Cultural Competence range on this one. The last diversity workshop outlined situations that might arise in a classroom discussion and/or between staff and parents that could potentially deteriorate into uncomfortable situations. Staff participants were asked to brainstorm to find ways to diffuse the situation and steer discussions into productive learning situations and/or parent meetings. This applied to administrators as well, i.e. conflict resolution was part of the diversity training session.

Adapting to diversity – Where on the CP Continuum does your campus or workplace professional development fall? Give example(s) to support your answer.

Administrators and staff analyze student performance in the classroom and on state mandated tests to determine if evidence suggests classroom practices may be adversely affecting student performance among students of any and/or all ethnic groups. If issues need to be addressed, teachers seek ways to adjust their instructional methods to better meet the needs of all their students. This places the district in the Cultural Competence level of the Cultural Continuum. Teachers brainstorm about student issues as they arise, develop corrective action plans, implement them, then reassess student progress with interim benchmark assessments, adjust instruction again, if needed, then wait for the final results.

Institutionalizing cultural knowledge – Where on the CP Continuum does your campus or workplace professional development fall? Give example(s) to support your answer.

Falls City ISD is at the Culturally proficient stage of the continuum where institutionalizing cultural knowledge is concerned. I support this statement by repeating my earlier response to Valuing Diversity.

In order to help students learn about other cultures, English and history classes conduct virtual travel projects to different countries of the world and projects that involve research of their own family cultural traditions. Part of the process involves reporting about unique language, religion, music, and other cultural differences.

Our students compete in Athletic , FFA, and UIL activities all over the state and nation.

In regards to professional development, I must borrow from my previous answer to managing diversity, i.e., .

The last diversity workshop outlined situations that might arise in a classroom discussion and/or between staff and parents that could potentially deteriorate into uncomfortable situations. Staff participants were asked to brainstorm to find ways to diffuse the situation and steer discussions into productive learning situations and/or parent meetings. This applied to administrators as well.

Our administrators monitor school wide classroom instruction through regular classroom and hallway walk throughs and walk bys. If anything is amiss, they address it immediately. They treat all people with respect and dignity.

Review your score on the Cultural Proficiency Receptivity Scale and describe what areas, if any, you need to address in order to be a more culturally proficient leader.

My scores ratings varied between sixes and sevens.

In order to be a more culturally proficient leader, I need to work on communication skills that will enable me to calmly, and respectfully redirect misbehavior that is infringing on any other person(s) rights and freedoms, regardless of their cultural heritage, but especially in the event misconduct is the result of racial bias. The best resource of strategies in these types of situations may actually be to study and practice conflict resolution skills and consensus building skills.

Week 3 Assignment, Part 5: Article Critique No. 1

Your assigned readings for this week included the following article:

Nuri-Robins, K., Lindsey, D., Terrell, R., & Lindsey, R. (2007). Cultural proficiency: Tools for secondary school administrators. *National Association of Secondary School Principals: NASSP Principal Leadership*, 8(1), 16-22.

Critique the article using the questions below.

Briefly summarize key points from the reading.

This 2007 article, *Cultural proficiency: Tools for secondary school administrators*. **National Association of Secondary School Principals: NASSP Principal Leadership,**

8(1), 16-22 is a collaborative work by four authors, Kikanza Nuri-Robins, Delores Lindsey, Raymond Terrell, and Randall Lindsey that provides modern school systems with a cultural analysis rubric to assist school administrators in determining about where their school culture is and where society says they should be where issues of campus, district, and community cultural diversity are concerned. The article points out that changing cultural demographics across the nation mean that classroom cultural demographics are changing. This in turn means that instructional practices that previously met student needs may no longer do so. In order to provide the best education possible to all students, districts need to consider analyzing performance results to determine whether or not poor performance can be related to instructional practices that do not take cultural diversity into account. The article provides a set of guiding principles, a set of six categories with classification rubrics called the *Cultural Proficiency Continuum* (p.19); a set of five essential elements with standards for classifying "individual behavior and organizational policies and practices"(p.19); a description of possible barriers to the adjustment process; a sampling of questions to help start cultural conversations among students, and peers; questions to aid the process for examining local barriers to gaining Cultural Proficiency. The article concludes by pointing out that "Culturally proficient change is systematic change which requires that school leaders work strategically with stakeholders through the system."(22) In so doing, "they will approach diversity as an opportunity for inclusion and achievement rather than a problem to be solved."(22).

Nuri-Robins, K., Lindsey, D., Terrell, R., & Lindsey, R. (2007). *Cultural proficiency: Tools for secondary school administrators. National Association of Secondary School Principals: NASSP Principal Leadership*, 8(1), 16-22.

Identify the principal competencies and supporting standards involved or implicated in the reading, (e.g., Competency 5 and Competency 6, , including the following standard: Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning, (Competency 5); Implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline and dismissal of campus staff, (Competency 6).

Domain I.C001.S2. – respond appropriately to diverse needs in shaping campus culture.

Domain I.C001.S3 – use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.

Domain I.C001.S4 – align financial, human, and material resources to support implementation of the campus vision.

Domain I.C001.S5- establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.

Domain I.C002.S1.- apply skills for building consensus and managing conflict.

Domain I.C002.S2 –implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.

Domain I.C002.S3- develop and implement strategies for effective internal and external communications.

Domain I.C002.S4-communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.

Domain I.C002.S5-respond to political, social, and economic issues in the internal and external environment.

Domain I.C003.S3- apply legal guidelines (e.g. in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of staff and students.

Domain I.C003.S5- promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.

Domain II. C005-S.1- ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.

Domain II. C005-S.3. facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social and cultural needs.

Domain II. C005-S.4- analyze instructional needs and allocate resources effectively and equitably.

Domain II. C005-S.5-analyze the implication of various factors(e.g. staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.

Domain II. C005-S.6- ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

Domain II. C006-S.1- work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.

Domain II. C006-S.6. – diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

Domain II.C007-S.2.- Implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.

Domain II.C007-S.3 – frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.

Domain II.C007-S.4 – use strategies for promoting collaborative decision making and problem solving, facilitating team building and developing consensus.

Domain II.C007-S.5. encourage facilitate positive change, enlist support for change, and overcome obstacles to change.

Domain II.C007-S.6.- apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

The Principal Competencies quoted above came from their inclusion in the week 1 assignment:

<https://lamar.epiclms.net>, EdLD 5345, Week 1 assignment retrieved, July

12, 2011.

How might you apply what you learned from this reading in your role as an administrator or educational leader?

The authors made some very valid points about the changing demographics of classroom cultures. It is important to note that not only are there ethnic cultural differences to be dealt with, but also the new “electronic culture” of the 21st century. Teachers are faced with students accustomed to acquiring accurate up to date information in living moving color directly from the internet when they are not in school, and to some extent, technology can be the great “equalizer.” In my experience with recent ESL students, whose parents valued the power of the internet and made sure their students had computers and internet connectivity at home (about one third of mainstream students do not have) their work on the internet at home, after hours, greatly increased their ability to function at a higher level much more quickly than the students ESL students who came to us ten years ago. The use of computers quickly removed language as a barrier to learning, these students are *digital natives*, according to Mark Prenski’s definition, in *Turning on the Lights*, which appeared in Educational Leadership in March of 2008. That said, it is almost as if there is a cultural rift between older veteran teachers, *digital immigrants*, and their students, *digital natives*, with the entire educational process on the verge of dramatic changes largely due to changing electronic fluency demographics among student populations, current valid information available at the click of a button, and more recently the ability to conduct excellent quality video conferences from any desktop. In essence it is an educational cultural clash as much in need of administrative attention, with time, financial, and professional development resources any racial clash; however, I doubt very much that the authors considered applying their tools to the issue of technological proficiency. In the coming months, adapting this tool to a technology proficiency assessment might prove to be a useful endeavor.

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Nuri-Robins, K., Lindsey, D., Terrell, R., & Lindsey, R. (2007). Cultural proficiency: Tools for secondary school administrators. National Association of Secondary School Principals: NASSP Principal Leadership, 8(1), 16-22.

2008, Prensky, M.(2008) Turning on the Lights. Educational Leadership, 65(6), 40-45.

Additional comments/recommendations.

None at this time.

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